

before the eyes of pupils was very injurious and the same to teachers, so that front lights were to be avoided. Passing on to ventilation, he showed how almost perfect ventilation at nominal cost might be secured at all times.

On Wednesday morning, Mr. Rexford illustrated on the black-board the best method of teaching reading by objects placed beside the written and printed words. Subsequently he took up the subject of school classification. He showed how economy of time and power was to be effected, and at the same time how the teachers' efficiency was increased. Good classification helps to secure the teacher's control of the school by giving constant employment to each class. Few classes, and those well graded, are to be preferred; and in order to secure this the pupils' attainments and abilities are to be considered in regard to reading and arithmetic, the grading being principally based on arithmetic. Home influence and surroundings should be considered, if full justice is to be done to the pupil. It is very easy to promote a pupil if he is found worthy. In the afternoon the same gentleman continued his remarks on organization under the head of Course of Study, and said a time table is necessary both to show the work to be done and to indicate what had been done. If a teacher had a good time table and if it were rigidly adhered to, it would show the inspector and visitors exactly what the school ought to be and was doing at the time of their visit, and would save the teacher any amount of embarrassment, as she would know exactly what to examine the pupils on at any moment, and after the first few days of school there would be no need of any hitch occurring in the routine for the day.

On Thursday morning, Mr. Rexford applied the Look and Say Method to Primer No. 1, or as we call it, the First Reader. He showed how it was arranged with pictures to show what the printed words meant, and recommended teachers to keep brown paper and colored chalk, with which to draw pictures of objects that it was impossible to bring into a schoolroom, and to teach them that the pictures were only representations of those objects. Then there were connecting words, which must be explained and in every lesson several words, that had not occurred in the previous ones. These words were not to be